Key findings on the influence of *school characteristics* on School Safety

All respondents in course of the interviews perceive a relationship between school factors, programs and practices and school safety. Following are some of the key influencing factors that are highlighted.

Teachers
- Dedication and interest in students, approachability, and classroom discipline.
- Teacher awareness about students and crime symptoms, and related training.
- Teacher time spent with students, gaining student trust, and classroom management skills.

School
- Fencing; safety measures in restrooms, basements, hallways, playgrounds, cafeterias, and other hidden spots in the school environment; and small school size are essential for school safety.
- Increased supervision in buses and at bus stops.

Resource and information
- Sufficient monetary resources for school safety and continued funding for SROs and alternative schooling are essential.
- Timely information on funding sources for school safety and guidelines on meeting safety mandates are required.

Law-related factors
- Challenges in working with reservation schools due to two separate sets of laws.
- Restrictive special education laws and abuse of the special education system by some parents, and restrictive laws pertaining to personal contact between students and teachers.

Some successful policies, programs, and practices
- Some successful policies discussed are zero tolerance, random locker checks, dress codes, corporal punishment, student sign-outs, visitor sign-ins, fences, and open door policies. Some successful programs discussed are site councils, SROs, monitors, and aides, after-school programs, and alternative schools. Some successful practices discussed are prevention and intervention, uniformity and consistency, open communication, staff approachability, creating a sense of belonging for students and rewarding positive behaviors and attitudes.
- Training for crisis, conflict resolution, peer mediation, cultural diversity, sexual harassment, substance abuse, and symptom recognition are deemed successful.

While schools might not be in a position to resolve most community and parental factors with respect to school violence, they are more successful in controlling their internal factors pertaining to school violence. It is essential for schools to evaluate and update all their internal factors on an ongoing basis so that they can implement programs and practices tailored to their local needs.